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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-THIRD SESSION

H. F. No. 3744

02/13/2024 Authored by Edelson, Tabke, Clardy and Pérez-Vega
The bill was read for the first time and referred to the Committee on Education Policy
03/07/2024 Adoption of Report: Amended and re-referred to the Committee on Education Finance

1.1 A bill for an act
1.2 relating to education; modifying the Read Act; establishing a working group;
1.3 providing for supplemental funding; requiring reports; appropriating money;
1.4 amending Minnesota Statutes 2023 Supplement, sections 120B.1117; 120B.1118,
1.5 subdivisions 4, 7, 10, by adding a subdivision; 120B.12, subdivisions 1, 2, 2a, 4,
1.6 4a; 120B.123, subdivisions 1, 2, 5, by adding a subdivision; 120B.124, subdivisions
1.7 1, 2, by adding subdivisions; 124D.42, subdivision 8; 124D.98, subdivision 5;
1.8 Laws 2023, chapter 55, article 3, section 11, subdivision 4.

1.9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.10 Section 1. Minnesota Statutes 2023 Supplement, section 120B.1117, is amended to read:

1.11 120B.1117 TITLE; THE READ ACT.

1.12 Sections ~~120B.1117~~ 120B.118 to 120B.124 may be cited as the "Reading to Ensure
1.13 Academic Development Act" or the "Read Act."

1.14 Sec. 2. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 4, is amended
1.15 to read:

1.16 Subd. 4. Evidence-based. "Evidence-based" means the instruction or item described is
1.17 based on reliable, trustworthy, and valid evidence and has demonstrated a record of success
1.18 in increasing students' reading competency in the areas of phonological and phonemic
1.19 awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
1.20 Evidence-based literacy instruction is explicit, systematic, and includes phonological and
1.21 phonemic awareness, phonics and decoding, word study, spelling, fluency, vocabulary, oral
1.22 language, and comprehension that can be differentiated to meet the needs of individual
1.23 students. Evidence-based instruction does not include the three-cueing system, as defined
1.24 in subdivision 16.

2.1 Sec. 3. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 7, is amended
2.2 to read:

2.3 Subd. 7. **Literacy specialist.** "Literacy specialist" means a person licensed by the
2.4 Professional Educator Licensing and Standards Board as a teacher of reading, a special
2.5 education teacher, or a kindergarten through grade 6 teacher, who has completed professional
2.6 development approved by the Department of Education in structured literacy. ~~A literacy
2.7 specialist employed by the department under section 120B.123, subdivision 7, or by a district
2.8 as a literacy lead, is not required to complete the approved training before August 30, 2025.~~

2.9 Sec. 4. Minnesota Statutes 2023 Supplement, section 120B.1118, subdivision 10, is
2.10 amended to read:

2.11 Subd. 10. **Oral language.** "Oral language," also called "spoken language," includes
2.12 speaking and listening, and consists of five components: phonology, morphology, syntax,
2.13 semantics, and pragmatics. Oral language includes expressive sign language.

2.14 Sec. 5. Minnesota Statutes 2023 Supplement, section 120B.1118, is amended by adding
2.15 a subdivision to read:

2.16 Subd. 18. **Word study.** "Word study" includes instruction in word analysis or syllables,
2.17 structural analysis or morphemes, and etymology.

2.18 Sec. 6. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 1, is amended
2.19 to read:

2.20 Subdivision 1. **Literacy goal.** (a) The legislature seeks to have every child reading at
2.21 or above grade level every year, beginning in kindergarten, and to support multilingual
2.22 learners and students receiving special education services in achieving their individualized
2.23 reading goals in order to meet grade level proficiency. By the 2026-2027 school year,
2.24 districts must provide evidence-based reading instruction through a focus on student mastery
2.25 of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as
2.26 the development of oral language, vocabulary, and reading comprehension skills. Students
2.27 must receive evidence-based instruction that is proven to effectively teach children to read,
2.28 consistent with sections ~~120B.117~~ 120B.118 to 120B.124.

2.29 (b) To meet this goal, each district must provide teachers and instructional support staff
2.30 with responsibility for teaching reading with training on evidence-based reading instruction
2.31 that is approved by the Department of Education by the deadlines provided in this
2.32 subdivision. The commissioner may grant a district an extension to the deadlines in this

3.1 paragraph. Beginning July 1, 2024, a district must provide access to the training required
3.2 under section 120B.123, subdivision 5, to:

3.3 (1) reading intervention teachers working with students in kindergarten through grade
3.4 12;

3.5 (2) all classroom teachers of students in kindergarten through grade 3 and children in
3.6 prekindergarten programs;

3.7 (3) special education teachers;

3.8 (4) curriculum directors; and

3.9 ~~(5) instructional support staff who provide reading instruction; and~~

3.10 ~~(6)~~ (5) employees who select literacy instructional materials for a district.

3.11 ~~(e) All other teachers and instructional staff required to receive training under the Read~~
3.12 ~~Act must complete the training no later than July 1, 2027.~~

3.13 (c) The following teachers and instructional staff must complete the training required
3.14 under the Read Act by July 1, 2027:

3.15 (1) teachers who provide reading instruction to students in grades 4 to 12;

3.16 (2) teachers of multilingual students; and

3.17 (3) teachers who provide instruction to students who qualify for the graduation incentives
3.18 program under section 124D.68.

3.19 (d) Districts are strongly encouraged to adopt a MTSS framework. The framework should
3.20 include a process for monitoring student progress, evaluating program fidelity, and analyzing
3.21 student outcomes and needs in order to design and implement ongoing evidenced-based
3.22 instruction and interventions.

3.23 Sec. 7. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2, is amended
3.24 to read:

3.25 Subd. 2. **Identification; report.** (a) ~~Twice per year,~~ Each school district must screen
3.26 every student enrolled in kindergarten, grade 1, grade 2, and grade 3 using a screening tool
3.27 approved by the Department of Education three times each school year: (1) within the first
3.28 six weeks of the school year; (2) at midyear; and (3) within the last six weeks of the school
3.29 year. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual
3.30 learners and students receiving special education services, must be universally screened for
3.31 mastery of foundational reading skills, including phonemic awareness, phonics, decoding,

4.1 fluency, oral language, and for characteristics of dyslexia as measured by a screening tool
4.2 approved by the Department of Education. The screening for characteristics of dyslexia
4.3 may be integrated with universal screening for mastery of foundational skills and oral
4.4 language. A district must submit data on student performance in kindergarten, grade 1,
4.5 grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics,
4.6 decoding, fluency, and oral language to the Department of Education in the annual local
4.7 literacy plan submission due on June 15.

4.8 (b) Students in grades 4 and above, including multilingual learners and students receiving
4.9 special education services, who do not demonstrate mastery of foundational reading skills,
4.10 including phonemic awareness, phonics, decoding, fluency, and oral language, must be
4.11 screened using a screening tool approved by the Department of Education for characteristics
4.12 of dyslexia, and must continue to receive evidence-based instruction, interventions, and
4.13 progress monitoring until the students achieve grade-level proficiency. A parent, in
4.14 consultation with a teacher, may opt a student out of the literacy screener if the parent and
4.15 teacher decide that continuing to screen would not be beneficial to the student. In such
4.16 limited cases, the student must continue to receive progress monitoring and literacy
4.17 interventions.

4.18 (c) Reading screeners in English, and in the predominant languages of district students
4.19 where practicable, must identify and evaluate students' areas of academic need related to
4.20 literacy. The district also must monitor the progress and provide reading instruction
4.21 appropriate to the specific needs of multilingual learners. The district must use an approved,
4.22 developmentally appropriate, and culturally responsive screener and annually report summary
4.23 screener results to the commissioner by June 15 in the form and manner determined by the
4.24 commissioner.

4.25 (d) The district also must include in its literacy plan under subdivision 4a, a summary
4.26 of the district's efforts to screen, identify, and provide interventions to students who
4.27 demonstrate characteristics of dyslexia as measured by a screening tool approved by the
4.28 Department of Education. Districts are strongly encouraged to use ~~the~~ a MTSS framework.
4.29 With respect to students screened or identified under paragraph (a), the report must include:

4.30 (1) a summary of the district's efforts to screen for dyslexia;

4.31 (2) the number of students universally screened for that reporting year;

4.32 (3) the number of students demonstrating characteristics of dyslexia for that year; and

4.33 (4) an explanation of how students identified under this subdivision are provided with
4.34 alternate instruction and interventions under section 125A.56, subdivision 1.

5.1 Sec. 8. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 2a, is amended
5.2 to read:

5.3 Subd. 2a. **Parent notification and involvement.** A district must administer ~~a~~ an approved
5.4 reading screener to students in kindergarten through grade 3 within the first six weeks of
5.5 the school year, at midyear, and again within the last six weeks of the school year. Schools,
5.6 at least biannually after administering each screener, must give the parent of each student
5.7 who is not reading at or above grade level timely information about:

5.8 (1) the student's reading proficiency as measured by a screener approved by the
5.9 Department of Education;

5.10 (2) reading-related services currently being provided to the student and the student's
5.11 progress; and

5.12 (3) strategies for parents to use at home in helping their student succeed in becoming
5.13 grade-level proficient in reading in English and in their native language.

5.14 A district may not use this section to deny a student's right to a special education
5.15 evaluation.

5.16 Sec. 9. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4, is amended
5.17 to read:

5.18 Subd. 4. **Staff development.** (a) A district must provide training on evidence-based
5.19 ~~reading~~ structured literacy instruction to teachers and instructional staff in accordance with
5.20 subdivision 1, ~~paragraph~~ paragraphs (b) and (c). The training must include teaching in the
5.21 areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading
5.22 comprehension, and culturally and linguistically responsive pedagogy.

5.23 (b) Each district shall use the data under subdivision 2 to identify the staff development
5.24 needs so that:

5.25 (1) elementary teachers are able to implement explicit, systematic, evidence-based
5.26 instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary,
5.27 and comprehension with emphasis on mastery of foundational reading skills as defined in
5.28 section ~~120B.1118~~ 120B.119 and other literacy-related areas including writing until the
5.29 student achieves grade-level reading and writing proficiency;

5.30 (2) elementary teachers ~~have sufficient~~ receive training to provide students with
5.31 evidence-based reading and oral language instruction that meets students' developmental,

6.1 linguistic, and literacy needs using the intervention methods or programs selected by the
6.2 district for the identified students;

6.3 (3) licensed teachers employed by the district have ~~regular~~ opportunities to improve
6.4 reading and writing instruction through professional development identified in the local
6.5 literacy plan;

6.6 (4) licensed teachers recognize students' diverse needs in cross-cultural settings and are
6.7 able to serve the oral language and linguistic needs of students who are multilingual learners
6.8 by maximizing strengths in their native languages in order to cultivate students' English
6.9 language development, including oral academic language development, and build academic
6.10 literacy; and

6.11 (5) licensed teachers are ~~well~~ trained in culturally responsive pedagogy that enables
6.12 students to master content, develop skills to access content, and build relationships.

6.13 (c) A district that offers early childhood programs, including voluntary prekindergarten
6.14 for eligible four-year-old children, early childhood special education, and school readiness
6.15 programs, must provide staff in early childhood programs ~~sufficient~~ training approved by
6.16 the Department of Education to provide children in early childhood programs with explicit,
6.17 systematic instruction in phonological and phonemic awareness; oral language, including
6.18 listening comprehension; vocabulary; and letter-sound correspondence.

6.19 Sec. 10. Minnesota Statutes 2023 Supplement, section 120B.12, subdivision 4a, is amended
6.20 to read:

6.21 Subd. 4a. **Local literacy plan.** (a) Consistent with this section, a school district must
6.22 adopt a local literacy plan to have every child reading at or above grade level every year
6.23 beginning in kindergarten and to support multilingual learners and students receiving special
6.24 education services in achieving their individualized reading goals. A district must update
6.25 and submit the plan to the commissioner by June 15 each year. The plan must be consistent
6.26 with the Read Act, and include the following:

6.27 (1) a process to assess students' foundational reading skills, oral language, and level of
6.28 reading proficiency and the screeners used, by school site and grade level, under section
6.29 120B.123;

6.30 (2) a process to notify and involve parents;

6.31 (3) a description of how schools in the district will determine the targeted reading
6.32 instruction that is evidence-based and includes an intervention strategy for a student and

7.1 the process for intensifying or modifying the reading strategy in order to obtain measurable
7.2 reading progress;

7.3 (4) evidence-based intervention methods for students who are not reading at or above
7.4 grade level and progress monitoring to provide information on the effectiveness of the
7.5 intervention;

7.6 (5) identification of staff development needs, including a plan to meet those needs;

7.7 (6) the curricula used by school site and grade level;

7.8 (7) a statement of whether the district has adopted a MTSS framework;

7.9 (8) student data using the measures of foundational literacy skills and mastery identified
7.10 by the Department of Education for the following students:

7.11 (i) students in kindergarten through grade 3;

7.12 (ii) students who demonstrate characteristics of dyslexia; and

7.13 (iii) students in grades 4 to 12 who are identified as not reading at grade level; and

7.14 (9) the number of teachers and other staff that have completed training approved by the
7.15 department.

7.16 (b) The district must post its literacy plan on the official school district website and
7.17 submit it to the commissioner of education using the template developed by the commissioner
7.18 of education beginning June 15, 2024.

7.19 (c) By March 1, 2024, the commissioner of education must develop a streamlined template
7.20 for local literacy plans that meets the requirements of this subdivision and requires all
7.21 reading instruction and teacher training in reading instruction to be evidence-based. The
7.22 template must require a district to report information using the student categories required
7.23 in the commissioner's report under paragraph (d). The template must focus district resources
7.24 on improving students' foundational reading skills while reducing paperwork requirements
7.25 for teachers.

7.26 (d) By December 1, 2025, the commissioner of education must submit a report to the
7.27 legislative committees with jurisdiction over prekindergarten through grade 12 education
7.28 summarizing the local literacy plans submitted to the commissioner. The summary must
7.29 include the following information:

7.30 (1) the number of teachers and other staff that have completed training approved by the
7.31 Department of Education;

8.1 (2) the number of teachers and other staff required to complete the training under section
8.2 120B.12, subdivision 1, that have not completed the training;

8.3 ~~(2)~~ (3) by school site and grade, the screeners ~~used at the beginning and end of the school~~
8.4 ~~year~~ and the reading curriculum used; and

8.5 ~~(3)~~ (4) by school site and grade, using the measurements of foundational literacy skills
8.6 and mastery identified by the department, both aggregated data and disaggregated data on
8.7 student performance on the approved screeners using the student categories under section
8.8 120B.35, subdivision 3, paragraph (a), clause (2).

8.9 (e) By December 1, 2026, and December 1, 2027, the commissioner of education must
8.10 submit updated reports containing the information required under paragraph (d) to the
8.11 legislative committees with jurisdiction over prekindergarten through grade 12 education.

8.12 Sec. 11. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 1, is amended
8.13 to read:

8.14 Subdivision 1. **Approved screeners.** A district must administer an approved
8.15 evidence-based reading screener to students in kindergarten through grade 3 within the first
8.16 six weeks of the school year, at midyear, and again within the last six weeks of the school
8.17 year. The screener must be one of the screening tools approved by the Department of
8.18 Education. A district must identify any screener it uses in the district's annual literacy plan,
8.19 and submit screening data with the annual literacy plan by June 15.

8.20 Sec. 12. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 2, is amended
8.21 to read:

8.22 Subd. 2. **Progress monitoring.** A district must implement progress monitoring using
8.23 the approved assessments, as defined in section ~~120B.1118~~ 120B.119, for a student not
8.24 reading at grade level.

8.25 Sec. 13. Minnesota Statutes 2023 Supplement, section 120B.123, subdivision 5, is amended
8.26 to read:

8.27 Subd. 5. **Professional development.** (a) A district must provide training from a menu
8.28 of approved evidence-based training programs to all reading intervention teachers, literacy
8.29 specialists, and other teachers and staff identified in section 120B.12, subdivision 1, paragraph
8.30 (b), by July 1, 2025; and by July 1, 2027, to other teachers in the district who provide reading
8.31 instruction or reading interventions, prioritizing teachers who work with students with

9.1 disabilities, English learners, and students who qualify for the graduation incentives program
9.2 under section 124D.68.

9.3 (b) The commissioner of education may grant a district an extension to the deadlines in
9.4 this subdivision.

9.5 (c) For the 2024-2025 school year only, the hours of instruction requirement under
9.6 section 120A.41 for students in grades 1 through 3 is reduced to 929-1/2 hours for a district
9.7 that enters into an agreement with the exclusive representative of the teachers requiring
9.8 teachers to receive approved evidence-based training required under section 120B.12,
9.9 subdivision 1, for 5-1/2 hours on a day when other students in the district receive instruction.
9.10 If a charter school's teachers are not represented by an exclusive representative, the charter
9.11 school may reduce the number of instructional hours for students in grades 1 through 3 by
9.12 5-1/2 hours in order to provide teachers with evidence-based training required under section
9.13 120B.12, subdivision 1, on a day when other students receive instruction.

9.14 Sec. 14. Minnesota Statutes 2023 Supplement, section 120B.123, is amended by adding
9.15 a subdivision to read:

9.16 Subd. 8. **Special revenue fund.** (a) An account is established in the special revenue
9.17 fund known as the "Read Act program account." All amounts appropriated under Laws
9.18 2023, chapter 55, article 3, that are unobligated and unencumbered as of June 30, 2028,
9.19 must be transferred to the Read Act program account. Remaining unspent funds from
9.20 previously obligated or encumbered appropriations under the Read Act cancel to the Read
9.21 Act program account.

9.22 (b) Funds appropriated to implement the Read Act must be transferred to the Read Act
9.23 program account in the special revenue fund.

9.24 (c) Money in the account is annually appropriated to the commissioner for curriculum,
9.25 training, and other programming necessary to implement the Read Act.

9.26 Sec. 15. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 1, is amended
9.27 to read:

9.28 Subdivision 1. **Resources.** The Department of Education must partner with CAREI for
9.29 two years beginning July 1, 2023, until August 30, ~~2025~~ 2027, to support implementation
9.30 of the Read Act. The department and CAREI must jointly:

9.31 (1) identify at least five literacy curricula and supporting materials that are evidence-based
9.32 or focused on structured literacy by January 1, 2024, and post a list of the curricula on the

10.1 department website. The list must include curricula that use culturally and linguistically
10.2 responsive materials that reflect diverse populations and, to the extent practicable, curricula
10.3 that reflect the experiences of students from diverse backgrounds, including multilingual
10.4 learners, biliterate students, and students who are Black, Indigenous, and People of Color.
10.5 A district is not required to use an approved curriculum, unless the curriculum was purchased
10.6 with state funds that require a curriculum to be selected from a list of approved curricula;

10.7 (2) identify at least three professional development programs that focus on the five pillars
10.8 of literacy and the components of structured literacy by August 15, 2023, subject to final
10.9 approval by the department. The department must post a list of the programs on the
10.10 department website. The programs may include a program offered by CAREI. The
10.11 requirements of section 16C.08 do not apply to the selection of a provider under this section;

10.12 (3) identify evidence-based literacy intervention materials for students in kindergarten
10.13 through grade 12;

10.14 (4) develop an evidence-based literacy lead training program that trains literacy specialists
10.15 throughout Minnesota to support schools' efforts in screening, measuring growth, monitoring
10.16 progress, and implementing interventions in accordance with subdivision 1;

10.17 (5) identify measures of foundational literacy skills and mastery that a district must
10.18 report on a local literacy plan;

10.19 (6) provide guidance to districts about best practices in literacy instruction, and practices
10.20 that are not evidence-based;

10.21 (7) develop MTSS model plans that districts may adopt to support efforts to screen,
10.22 identify, intervene, and monitor the progress of students not reading at grade level; ~~and~~

10.23 (8) ensure that teacher professional development options and MTSS framework trainings
10.24 are geographically equitable by supporting trainings through the regional service
10.25 cooperatives; and

10.26 (9) develop training for volunteers in accordance with subdivision 4.

10.27 Sec. 16. Minnesota Statutes 2023 Supplement, section 120B.124, subdivision 2, is amended
10.28 to read:

10.29 Subd. 2. **Reconsideration.** (a) The department and CAREI must provide districts an
10.30 opportunity to request that the department and CAREI add to the list of curricula or
10.31 professional development programs a specific curriculum or professional development
10.32 program. The department must publish the request for reconsideration procedure on the

11.1 department website. A request for reconsideration must demonstrate that the curriculum or
11.2 professional development program meets the requirements of the Read Act, is
11.3 evidence-based, and has structured literacy components; or that the screener accurately
11.4 measures literacy growth, monitors progress, and accurately assesses effective reading,
11.5 including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The
11.6 department and CAREI must review the request for reconsideration and approve or deny
11.7 the request within 60 days.

11.8 (b) The department and CAREI must conduct a final curriculum review by August 1,
11.9 2024, to review intervention curriculum that is available to districts at no cost.

11.10 Sec. 17. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding
11.11 a subdivision to read:

11.12 Subd. 4. **Training for volunteers.** The Department of Education must partner with
11.13 CAREI to identify or develop training for volunteers and other persons not employed by a
11.14 district who provide literacy instruction or intervention to students in Minnesota school
11.15 districts on a regular basis by January 10, 2025, subject to final approval by the department.
11.16 The training must be ten to 25 hours long.

11.17 Sec. 18. Minnesota Statutes 2023 Supplement, section 120B.124, is amended by adding
11.18 a subdivision to read:

11.19 Subd. 5. **Training for paraprofessionals.** The Department of Education must partner
11.20 with CAREI to identify or develop training for paraprofessionals who assist in providing
11.21 literacy instruction or interventions to students in Minnesota school districts on the key
11.22 components of structured literacy instruction and interventions by November 1, 2024. The
11.23 training must be ten to 25 hours long.

11.24 Sec. 19. Minnesota Statutes 2023 Supplement, section 124D.42, subdivision 8, is amended
11.25 to read:

11.26 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps program
11.27 is established to provide ServeMinnesota AmeriCorps members with a data-based
11.28 problem-solving model of literacy instruction to use in helping to train local Head Start
11.29 program providers, other prekindergarten program providers, and staff in schools with
11.30 students in kindergarten through grade 3 to evaluate and teach early literacy skills, including
11.31 evidence-based literacy instruction under sections 120B.1117 to 120B.124, to children age
11.32 3 to grade 3 and interventions for children in kindergarten to grade ~~4~~ 3.

12.1 (b) Literacy programs under this subdivision must comply with the provisions governing
 12.2 literacy program goals and data use under section 119A.50, subdivision 3, paragraph (b).

12.3 (c) Literacy programs under this subdivision must use evidence-based reading instruction
 12.4 and interventions focused on structured literacy, and must provide training to ServeMinnesota
 12.5 AmeriCorps members that meets or exceeds the requirements of section 120B.124,
 12.6 subdivision 4, for volunteers.

12.7 ~~(e)~~(d) The commission must submit a biennial report to the committees of the legislature
 12.8 with jurisdiction over kindergarten through grade 12 education that records and evaluates
 12.9 program data to determine the efficacy of the programs under this subdivision.

12.10 Sec. 20. Minnesota Statutes 2023 Supplement, section 124D.98, subdivision 5, is amended
 12.11 to read:

12.12 Subd. 5. **Literacy incentive aid uses.** A school district must use its literacy incentive
 12.13 aid to support implementation of evidence-based reading instruction. The following are
 12.14 eligible uses of literacy incentive aid:

12.15 (1) training for kindergarten through grade 3 teachers, early childhood educators, special
 12.16 education teachers, reading intervention teachers working with students in kindergarten
 12.17 through grade 12, curriculum directors, and instructional support staff that provide reading
 12.18 instruction, on using evidence-based screening and progress monitoring tools;

12.19 (2) evidence-based training using a training program approved by the Department of
 12.20 Education under the READ Act;

12.21 (3) employing or contracting with a literacy lead, as defined in section ~~120B.118~~
 12.22 120B.119;

12.23 (4) employing an intervention specialist;

12.24 ~~(4)~~(5) screeners, materials, training, and ongoing coaching to ensure reading interventions
 12.25 under section 125A.56, subdivision 1, are evidence-based; ~~and~~

12.26 ~~(5)~~(6) costs of substitute teachers to allow teachers to complete required training during
 12.27 the teachers' contract day; and

12.28 (7) stipends for teachers completing training required under section 120B.12.

12.29 Sec. 21. Laws 2023, chapter 55, article 3, section 11, subdivision 4, is amended to read:

12.30 Subd. 4. **Read Act professional development.** (a) For evidence-based training on
 12.31 structured literacy for teachers working in school districts, charter schools, and cooperatives:

13.1 \$ 34,950,000 2024

13.2 \$ 0 2025

13.3 (b) Of the amount in paragraph (a), \$18,000,000 is for the Department of Education and
 13.4 the regional literacy networks and \$16,700,000 is for statewide training. The department
 13.5 must use the funding to develop a data collection system to collect and analyze the submission
 13.6 of the local literacy plans and student-level universal screening data; establish the regional
 13.7 literacy networks as a partnership between the department and the Minnesota service
 13.8 cooperatives, and to administer statewide training based in structured literacy to be offered
 13.9 free to school districts and charter schools and facilitated by the regional literacy networks
 13.10 and the department. The regional literacy networks must focus on implementing
 13.11 comprehensive literacy reform efforts based on structured literacy. Each regional literacy
 13.12 network must add a literacy lead position and establish a team of trained literacy coaches
 13.13 to facilitate evidence-based structured literacy training opportunities and ongoing supports
 13.14 to school districts and charter schools in each of their regions.

13.15 (c) Of the amount in paragraph (a), \$250,000 is for administration.

13.16 (d) If funds remain unspent on July 1, 2026, the commissioner must expand eligibility
 13.17 for approved training to include principals and other district, charter school, or cooperative
 13.18 administrators.

13.19 (e) The commissioner must report to the legislative committees with jurisdiction over
 13.20 kindergarten through grade 12 education the number of teachers from each district who
 13.21 received approved structured literacy training using funds under this subdivision, and the
 13.22 amounts awarded to districts, charter schools, or cooperatives.

13.23 (f) The regional literacy networks and staff at the Department of Education must provide
 13.24 ongoing support to school districts, charter schools, and cooperatives implementing
 13.25 evidence-based literacy instruction.

13.26 (g) This appropriation is available until June 30, 2028. Any unspent funds do not cancel
 13.27 but are transferred to the Read Act program account in the special revenue fund. The base
 13.28 for fiscal year 2026 and later is \$7,750,000, of which \$6,500,000 is for the regional literacy
 13.29 networks and \$1,250,000 is for statewide training.

13.30 **Sec. 22. LITERACY COACHING PILOT PROGRAM.**

13.31 The Professional Educator Licensing and Standards Board must partner with the
 13.32 Department of Education to develop literacy clinic models or alternative ways to evaluate
 13.33 whether teacher candidates who plan to work with children in prekindergarten programs,

14.1 students in kindergarten through grade 5, or students receiving special education services
14.2 understand foundational reading skills and apply structured literacy instruction before
14.3 graduating from teacher preparation programs. The board and the department must submit
14.4 a joint report to the legislative committees with jurisdiction over kindergarten through grade
14.5 12 education by February 1, 2026. The report must include findings and recommendations
14.6 on effective ways to evaluate teacher candidates' understanding and application of structured
14.7 literacy.

14.8 **Sec. 23. PELSB READING AUDIT REPORT.**

14.9 (a) The Professional Educator Licensing and Standards Board must conduct an audit
14.10 that evaluates whether and how approved teacher training programs for candidates for the
14.11 following licensure areas meet subject matter standards for reading:

14.12 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;

14.13 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and

14.14 (3) special education in accordance with Minnesota Rules, part 8710.5000.

14.15 (b) The board must submit an initial report with its findings to the legislative committees
14.16 with jurisdiction over kindergarten through grade 12 education and higher education by
14.17 January 15, 2025, and a final report by August 1, 2026. Each report must:

14.18 (1) identify the reading standards for each licensure area, identify how they are aligned
14.19 to the requirements of the READ Act, including requirements on evidence-based instruction,
14.20 phonemic awareness, phonics, vocabulary development, reading fluency, and reading
14.21 comprehension, and to the requirements of section 122A.092, subdivision 5;

14.22 (2) describe how the board conducted the audit;

14.23 (3) identify the results of the audit; and

14.24 (4) summarize the program effectiveness reports for continuing approval related to
14.25 reading standards reviewed by the board, including the board determinations under Minnesota
14.26 Rules, part 8705.2200.

14.27 **Sec. 24. READ ACT ACCESSIBILITY WORKING GROUP.**

14.28 Subdivision 1. **Working group purpose.** The Department of Education must establish
14.29 a working group to make recommendations to increase the accessibility of evidence-based
14.30 literacy training and curriculum.

15.1 Subd. 2. **Members.** The Department of Education must appoint representatives from
 15.2 the Center for Applied Research and Educational Improvement at the University of
 15.3 Minnesota; the Minnesota Commission of the Deaf, Deafblind, and Hard of Hearing;
 15.4 Minnesota State Academy for the Deaf; Minnesota State Academy for the Blind; Metro
 15.5 Deaf School; intermediate school districts; regional low-incidence facilitators; and teachers
 15.6 of students who are deaf, deafblind, or hard of hearing.

15.7 Subd. 3. **Report.** The working group must review curriculum and training approved
 15.8 under the Read Act and make recommendations for making evidence-based curriculum and
 15.9 training available to districts, charter schools, teachers, and administrators that meet the
 15.10 accessibility standards established under section 16E.03, subdivision 9. The report must
 15.11 address how approved curriculum and training may be modified to improve accessibility
 15.12 and identify resources for improving the accessibility of curriculum and training. The
 15.13 working group must post its report on the Department of Education website, and submit it
 15.14 to the legislative committees with jurisdiction over kindergarten through grade 12 education
 15.15 no later than January 15, 2025.

15.16 Subd. 4. **Administrative provisions.** The commissioner, or the commissioner's designee,
 15.17 must convene the initial meeting of the working group. Members of the working group
 15.18 serve without compensation or payment of expenses. The working group expires January
 15.19 16, 2025, or upon submission of the report to the legislature under subdivision 3, whichever
 15.20 is earlier.

15.21 **EFFECTIVE DATE.** This section is effective the day following final enactment.

15.22 Sec. 25. **APPROPRIATION; SUPPLEMENTAL READ ACT FUNDING.**

15.23 Subdivision 1. **Department of Education.** The sums indicated in this section are
 15.24 appropriated from the general fund to the Department of Education in the fiscal years
 15.25 designated.

15.26 Subd. 2. **Read Act implementation.** (a) For transfer to the Read Act program account
 15.27 in the special revenue fund under section 120B.123:

15.28 \$ 100,000,000 2025

15.29 (b) Of this amount, \$23,000,000 is for payments to districts for substitute teachers to
 15.30 enable teachers to complete required training during the school day unless the teachers are
 15.31 compensated for time outside the school day to complete the training, and for incentives to
 15.32 teachers to complete an evidence-based professional development program approved under
 15.33 section 120B.124. To be eligible for the payment, a teacher must have a license to teach in

16.1 Minnesota; work for a school district, charter school, or cooperative; and complete an
 16.2 approved professional development program between July 1, 2024, and July 1, 2027.

16.3 (c) Of this amount, \$10,000,000 is for the regional literacy networks to provide
 16.4 evidence-based training on structured literacy to teachers working in school districts, charter
 16.5 schools, and cooperatives, and faculty teaching literacy instruction at state-approved teacher
 16.6 preparation programs in Minnesota.

16.7 (d) Of this amount, \$4,200,000 is to contract with CAREI for the Read Act
 16.8 implementation partnerships under section 120B.124.

16.9 (e) Of this amount, \$3,000,000 is to partially reimburse school districts, charter schools,
 16.10 and cooperatives for approved evidence-based structured literacy curriculum and supporting
 16.11 materials, and intervention materials based on structured literacy purchased after July 1,
 16.12 2023. To be eligible for the partial reimbursement, a school district, charter school, or
 16.13 cooperative unit must purchase literacy curriculum and instructional materials that reflect
 16.14 diverse populations. An applicant must apply for the reimbursement in the form and manner
 16.15 determined by the commissioner. The commissioner must report to the legislative committees
 16.16 with jurisdiction over kindergarten through grade 12 education the districts, charter schools,
 16.17 and cooperative units that receive literacy grants under this paragraph and the amounts of
 16.18 each grant, by January 15, 2025, according to Minnesota Statutes, section 3.195. The
 16.19 commissioner must, to the extent practicable, award grants in a regionally equitable manner.

16.20 (f) Of this amount, \$1,000,000 is for the department to partner with CAREI to develop
 16.21 training for volunteers, and other persons not employed by districts who provide regular
 16.22 literacy instruction or intervention to students in Minnesota school districts, charter schools,
 16.23 or cooperative units.

16.24 **Sec. 26. REVISOR INSTRUCTION.**

16.25 The revisor of statutes shall renumber each section of Minnesota Statutes listed in column
 16.26 A with the number listed in column B. The revisor shall also make necessary cross-reference
 16.27 changes consistent with the renumbering. The revisor shall also make any technical and
 16.28 other changes necessitated by the renumbering and cross-reference changes in this act.

16.29	<u>Column A</u>	<u>Column B</u>
16.30	<u>120B.1117</u>	<u>120B.118</u>
16.31	<u>120B.1118</u>	<u>120B.119</u>